 St Cuthbert’s Catholic Primary School

Accessibility Plan 2023 - 2024

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| Approved by: Chair of Governors  Mrs Janet Hutton  Headteacher  Mrs Lucy Bone |
| Date: January 2023 |
| Date for Review: January 2024 or sooner as required |

**Accessibility Plan 2023 - 2024**

**Purpose of the Plan**

The purpose of this plan is to show how St Cuthbert’s Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, (and their families where appropriate).

**Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

**Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

* increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
* improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

•improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Cuthbert’s Catholic Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

**Contextual Information**

All the school building and playground is accessible for a child in a wheelchair, the surfaces have been renewed to support this.

**The Current Range of Disabilities within St Cuthbert’s Catholic Primary School**

The school has children with a range of disabilities which include Autistic Spectrum Disorder and Cerebral Palsy. The school currently has 4 children with EHCPs, with 2 pending, these children can access all areas. If children enter school with specific disabilities, the school will contact the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

The school and catering providers do cater for and support children who have allergies or food intolerances.

All medical information is collated and available to staff, on the office noticeboard, the Headteacher’s office board and next to the central first aid point by the hall. These details are updated on Arbor and the staff are engaged in helping the school keep these records up to date.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and selected staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

**IMPORTANT NOTE** – The church hall can only be accessed via a long set of steps from the back of the school under normal circumstances. It would not be possible to modify these to cater for wheelchair access. The solution for any parents or carers requiring wheelchair access to this area is to park in the church car park and access this area from here. Parents who join the school are informed of this situation. Despite this unavoidable situation, no parent or carer is disadvantaged from attending events etc in this area.

If a child required wheelchair access meal arrangements could be modified to meet their needs and access could be made to the hall with a short walk from school round to the church. This is practice that has been adopted with all children in the past given adequate supervision.

**St Cuthbert’s Catholic Primary School Accessibility Plan 2017-2019**

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| **Targets** | **Strategies** | **Outcome** | **Timeframe** | **Achieved** |
| **EQUALITY AND INCLUSION** |  |  |  |  |
| To ensure that the accessibility Plan | Clerk to governors to add to list for | Adherence to legislation. | Annually. |  |
| becomes an annual item at the FGB | FGB meetings. |  |  | Yes |
| meetings. |  |  |  |  |
| To improve staff awareness of | Review staff training needs. Provide | Whole school community aware | On-going. | Yes and discussed under H& S matters weekly in staff briefings as required. |
| disability issues. | training for members of the school | of issues. |  |  |
|  | Community as appropriate. |  |  |  |
| To ensure that all policies consider | Consider during review of policies. | Policies reflect current legislation. | On-going. |  |
| the implications of disability access. |  |  |  | Yes |
| To ensure children on EHCPs have their needs identified in every aspect of school curriculum and activities. | Parents to be engaged as required. |  | Ongoing | Yes |
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| **PHYSICAL ENVIRONMENT** |  |  |  |  |
| To ensure that, where possible, the |  |  | On-going. |  |
| school buildings and grounds are |  |  |  |  |
| accessible for all children and adults |  | Access as required and practically possible |  |  |
| and continue to improve access to |  |  |  |  |
| the school’s physical environment |  |  |  |  |
| for all. |  |  |  |  |
| Corridors and doors | These will be kept clear and appropriate wheelchair width access be maintained.  (Door widths do allow wheelchair access and this has been checked) | Wheelchair users can move freely around the school building with unrestricted access to areas. | Ongoing |  |
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| **CURRICULUM** |  |  |  |  |
| To continue to train staff to enable | SENCo to review the needs of | Staff are able to enable all | Ongoing |  |
| them to meet the needs of children | children and provide training for | children to access the curriculum. |  |  |
| with a range of SEN. | staff as needed. |  |  |  |
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| ICT access – to provide access to computing equipment for all children in a variety of forms. | Review ICT resources. Ensure disadvantaged children have access to computers: time in school to use resources; equal access to working on programs as required; consider a tablet loan procedure | Work and review needed during this academic year | Ongoing |  |
| Support our EAL students to access the curriculum so that they can make at least good progress | Work closely with County EAL lead and LASL cluster in EAL issues | An EAL aware culture in school to support new and existing EAL children and their families | Ongoing |  |

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| To ensure that all children are able | Review all trips with this in mind. Start referring to the educational visits checklist | All providers of out-of-school | Ongoing |  |
| to access all out-of school activities. |  | education will comply with |  |  |
| eg. clubs, trips, residential visits etc. |  | legislation to ensure that the |  |  |
|  |  | needs of all children are met. |  |  |
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| To provide specialist equipment to | Assess the needs of the children in | Children will develop | Review as required in staff briefings |  |
| promote participation in learning by | each class and provide equipment as | independent learning skills. |  |  |
| all pupils. | needed. eg. special pencil grips, |  |  |  |
|  | headphones, writing slopes etc. |  |  |  |
| To meet the needs of individuals | Children will be assessed in | Barriers to learning will be | Annually. |  |
| during statutory end of KS2 tests. | accordance with regular classroom | reduced or removed, enabling |  |  |
|  | practice, and additional time, use of | children to achieve their full |  |  |
|  | equipment etc. will be applied for as | potential. |  |  |
|  | needed. |  |  |  |
| **WRITTEN/OTHER INFORMATION/Communication** |  |  |  |  |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided | Written information will be provided in translated format is requested. (Other EAL parents and local secondary school to be used for support) | Ongoing |  |
|  | in alternative formats as necessary.  Website to be accessible through language conversion option. |  |  |  |
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| To ensure that parents who are | Staff to hold parents’ evenings by | Parents are informed of children’s progress. | Termly. |  |
| unable to attend school, because of | phone or send home written information. |  |  |  |
| a disability, can access parents’ evenings. |  |  |  |  |
| Fair representation of EAL families | Members of our EAL communities to be represented on staff, governance and PFA to provide: pupil language support; translation as required; cultural representation; equality in school leadership and governance. |  | Ongoing |  |